

CanMEDS Teaching Springboards

Emergency Medicine



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CanMEDS Teaching Springboards: Emergency Medicine

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CanMEDS Teaching Springboards: Emergency Medicine

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Preface

The *CanMEDS Teaching Springboards: Emergency Medicine* is the first in a series of specialty-specific pocket-sized resources to help busy clinicians teach around the CanMEDS Roles during patient care.

Designed specifically for Emergency Medicine, this book presents a series of common clinical situations that serve as springboards for suggested teaching moments within the Emergency Department.

Organized by Role, each section begins with a set of trigger words that may signal the connection between a clinical encounter and a CanMEDS Role. The key competencies for each of the CanMEDS Roles are included as well. Finally, 10 common teaching springboards are presented for you to modify to your own Emergency Department environment.

- The Authors

Contents

CanMEDS Medical Expert Role	9
CanMEDS Communicator Role	17
CanMEDS Collaborator Role	25
CanMEDS Manager Role	33
CanMEDS Health Advocate Role	43
CanMEDS Scholar Role	51
CanMEDS Professional Role	57
Contributors	64

CanMEDS Medical Expert Role

Medical Expert Trigger Words

The following words and phrases may trigger a Medical Expert teaching moment ...

- clinical judgment
- diagnosis
- patient assessment
- consultant
- humane care
- procedural skills
- core medical knowledge
- knowing limits of expertise
- therapy
- maintenance of competence

Physicians who possess the Medical Expert Key Competencies are able to ...

- 1. Function effectively as consultants, integrating all of the CanMEDS Roles to provide optimal, ethical and patient-centred medical care.**
- 2. Establish and maintain clinical knowledge, skills and attitudes necessary to rapidly assess and manage a full spectrum of patients, often concomitantly, with acute or undifferentiated illness and injury.**
- 3. Perform a complete and appropriate assessment of a patient, meaning a selective, accurate and well organized history and physical examination.**
- 4. Select appropriate investigations, including laboratory and diagnostic imaging, with careful attention to patient safety, diagnostic utility and cost, and interpret the results accurately and within their clinical context.**

- 5. Use preventive and therapeutic interventions relevant to Emergency Medicine in a safe, effective, appropriate and timely manner.**
- 6. Demonstrate proficient and appropriate use of procedural skills, both diagnostic and therapeutic, and select and perform these medical procedures in an appropriate, safe and skilful manner with due attention to minimizing patient risk and discomfort.**
- 7. Seek appropriate consultation from other health professionals, recognizing the limits of their own expertise.**

Teaching Springboard

Your learner observed you lead the resuscitation of a patient who sustained multiple injuries in a motor vehicle collision. The learner then came along to your meeting with the family to discuss the patient's condition.

- Provide your learner with a list of the seven CanMEDS Roles. Ask the learner to match the actions she observed during these complex encounters with the CanMEDS Roles. Describe how the Medical Expert role is the core that links the other Roles.

Teaching Springboard

A two-year-old girl has been referred to the ED by her family physician for the assessment and management of a first episode of wheezing. Her ED care is now complete and she is being discharged home.

- Ask your learner to compose a brief consultation letter for the family physician. Discuss the essential elements that should be included and the most effective format to use.

Teaching Springboard

You have completed a long and busy shift, during which you saw a broad spectrum of patients, illnesses and injuries.

- Briefly list for your learner all of the patients and conditions you encountered during the shift. Reflect with your learner on the commonalities and important clinical differences in this spectrum of patients.

Teaching Springboard

You and your learner are beginning an evening shift that promises to be busy. Five patients are waiting to be seen.

- Using only the available triage note, ask your learner to determine and justify the order in which the patients should be seen.

Teaching Springboard

Your learner has just presented the case of a patient with fever. The history was complicated by a complex social history, and the case presentation was disordered at times.

- Reverse roles and re-present the case to your learner; then highlight areas of the history that you reframed and elements that you emphasized or de-emphasized.

Teaching Springboard

An elderly man has been transferred from his nursing home for investigation of generalized weakness. Your learner reviews the case and has already documented on the chart a number of laboratory and radiographic tests he plans to order.

- Ask your learner to defend the selection of each test. Identify for your learner any significant test that has been omitted and question the routine ordering of any test that is not indicated in this clinical scenario.

Teaching Springboard

One of your patients requires an urgent (but not emergent) blood transfusion in the ED.

- Observe your learner as she obtains informed consent for the transfusion. (If appropriate, discuss the key elements of this patient interaction in advance.) Later, have a debriefing with your learner about the encounter, including a review of the elements documented in the chart.

Teaching Springboard

It is a busy evening shift in your ED and a number of patients require laceration repairs.

- As the shift progresses, provide your learner with a series of mini-tutorials on wound repair. Have the learner observe and then perform different components of the procedure (e.g., local anesthesia, surgical draping, suturing technique, wound care instructions, etc.) using successive patients as appropriate and providing supervision and feedback at the bedside.

Teaching Springboard

A middle-aged woman with fever and an atypical exanthem presents to your ED. Despite your best efforts you are unable to arrive at a confirmatory diagnosis. Although the patient may not necessarily require hospitalization, she appears unwell.

- Outline for your learner your rationale for seeking help from another service (e.g., infectious disease, rheumatology, etc.) and for the timing of the consultation (e.g., while in the ED, the next day, the following week, etc.).

Teaching Springboard

A teenaged boy presents with symptoms of a mood disorder.

- Your assessment does not indicate that he requires admission to hospital. Ask your learner to list five options for follow-up, describing both the anticipated wait times and available resources associated with each follow-up service.

CanMEDS Communicator Role

Communicator Trigger Words

The following words may trigger a Communicator teaching moment ...

- body language
- discussing
- translating
- conveying
- empathizing
- trusting
- disclosing
- listening
- relationship
- rapport

Physicians who possess the Communicator Key Competencies are able to ...

- 1. Develop rapport, trust, positive and ethical therapeutic relationships with patients and their defined family units.**
- 2. Accurately elicit and synthesize relevant information and perspectives of patients, defined family units, colleagues, and other professionals.**
- 3. Accurately convey relevant information and explanations to patients and their defined family units, colleagues and other professionals, empathetically providing effective, clear and thorough explanations of diagnosis, investigation, management and expected outcome, even during times of crisis.**
- 4. Develop a common understanding on issues, problems and plans with patients, their defined family units, and other professionals to develop a shared plan of care.**

5. Convey effective, clear, accurate and timely oral and written information about a medical encounter.

Teaching Springboard

Your learner was unsuccessful in achieving consensus at a meeting with family members on how to proceed in the care of a critically ill patient. The patient has multiple, pre-existing, severe comorbidities and now requires aggressive, life-saving, interventions.

- Discuss with your learner how additional hospital resources might be enlisted to help the family achieve consensus on this difficult decision.

Teaching Springboard

Your learner is concerned that a patient he is caring for might have a subarachnoid hemorrhage. The patient refuses a lumbar puncture. The CT scan of the head is normal.

- Role-play this scenario with your learner, assuming the part of the patient. Reinforce the use of non-medical jargon to describe the limitations of CT scans in this clinical scenario.

Teaching Springboard

Your learner is struggling to obtain detailed information from a patient with a limited command of English; they have no other language in common.

- Brainstorm with your learner about the available resources to engineer a solution to this problem.

Teaching Springboard

Your learner has just called child protective services. He is concerned that a pediatric patient has suffered from a non-accidental injury. The nurse does not agree with the learner's assessment.

- Formulate a plan with your learner regarding how to explore the nurse's perspective of the situation, while ensuring that the child is not in a potentially dangerous home situation.

Teaching Springboard

Your learner is unsuccessful in obtaining a consult from a particular clinical service regarding a patient in the ED. The service feels that the consult question was “not appropriate.”

- Review strategies you have used successfully in similar situations in the past. Then role-play with your learner the request for consultation that just occurred, using the strategies you have discussed.

Teaching Springboard

A patient with chronic back pain has presented to the ED with an exacerbation of his pain. Your learner is challenged to determine the patient’s expectation for this visit.

- At the bedside, model for your learner how to establish realistic patient expectations for a visit to the ED. Afterward, articulate for the learner the key elements of this patient encounter.

Teaching Springboard

Your learner is struggling to resolve a conflict with a patient's family members, who are demanding a CT scan to exclude abdominal cancer. The patient, who lacks capacity, signed an advance directive clearly stating that she does not want any further surgeries.

- Discuss with your learner how to balance the concerns and demands of the family members against the previously expressed wishes of the patient.

Teaching Springboard

A previously independent elderly woman has sustained a stable pubic ramus fracture and is now non-ambulatory because of pain. The patient wants to return to her own residence.

- Explore with your learner potential scenarios to provide the patient with appropriate management, discussing the challenges presented by, and the resources required for, the patient's optimal return to the community.

Teaching Springboard

Your learner did not add a progress note to the ED chart after a patient who was received during a handover unexpectedly became critically ill and required resuscitation.

- Perform a chart review. Ask your learner to play the role of a department chief reviewing this case as a critical incident.

Teaching Springboard

Your learner has led a trauma resuscitation. The patient is being transferred to the intensive care unit. You overhear the learner's phone report to the intensivist and note that it lacks clarity and structure.

- Describe an effective framework for communicating patient handover. Reflect with your learner on areas that could have been improved in the previous case.

CanMEDS Collaborator Role

Collaborator Trigger Words

The following words and phrases may trigger a Collaborator teaching moment ...

- collaboration
- collegial interaction
- negotiation
- conflict
- difficult behaviour
- persuasion
- conflict resolution
- getting things done
- teamwork
- consultation
- interprofessional
- turf

Physicians who possess the Collaborator Key Competencies are able to ...

- 1. Participate effectively and appropriately in an interprofessional health care team.**
- 2. Effectively work with other health professionals to prevent, negotiate, and resolve interprofessional conflict.**

Teaching Springboard

Your junior learner expresses frustration that the nurses seem to question every order she writes. You overhear the nurses complaining that the learner treats them “like they don’t exist.”

- Reflect with your learner on the essential elements of trust and the keys to effective professional relationships. Share with your learner an appropriate illustration of the challenges you had as a junior learner becoming integrated into a clinical team.

Teaching Springboard

Your senior learner consistently leaves the “clinical scenario” field blank on radiology requisitions.

- Give your learner an x-ray without any clinical context and ask for an interpretation of the image. Then provide a history to demonstrate the importance of context.

Teaching Springboard

Your junior learner regularly surfs the Internet while waiting for busy nurses to page consultants and put patients into assessment rooms.

- Map out with your learner the expectations and roles of all of the members of the ED team, emphasizing potential alterations in roles when team members become busy.

Teaching Springboard

Your junior learner completes a home care requisition without selecting all of the health professional options that you feel are appropriate.

- Review with the learner your revisions to the home care requisition form. Ask your learner to make a list of the roles of different health care professionals and present it to you on the next shift.

Teaching Springboard

Your learner asks a nurse to help a patient find a shelter. The nurse comes to you asking for permission to involve a social worker.

- Ask the nurse to make this suggestion to the learner; monitor the learner's response.

Teaching Springboard

Your PGY3 learner hangs up the phone at 2300 hours after a long discussion regarding a consultation. He tells you that the consulting learner is at home and does not wish to come and see a patient until the morning. There is a severe shortage of ED beds and the hospital is being held accountable to aggressive flow targets.

- Brainstorm with your learner about the implications of the other learner's decision.

Teaching Springboard

You have an unpleasant interaction with a colleague that, in retrospect, you wish you had handled differently. Your learner has witnessed the interaction.

- Admit to your learner that you should have done things differently. Annotate your interaction, indicating areas you would change.

Teaching Springboard

Your learner expresses frustration to a colleague that nurses take breaks and “abandon” patients in the ED.

- Ask your learner to outline specific examples of what she is talking about and discuss the differences between actions, intentions and perceptions. Caution the learner about making global pejorative comments about other groups of health professionals.

Teaching Springboard

A new policy is being implemented in the hospital specifying which service is to be called for a given patient condition.

- Ask your learner to identify the benefits of such a protocol. Explore, as appropriate, the stereotyping of different services, including Emergency Medicine. Discuss the variables that influence such stereotyping. Reflect on the detrimental effect of stereotyping on collaborative work.

Teaching Springboard

Your junior learner is about to call a radiology learner who is known to put up a lot of resistance to requests for imaging.

- In anticipation of the phone call, role-play a conversation emphasizing the objective reasons for the test requisition. Identify common ground between emergency physicians and radiologists.

CanMEDS Manager Role

Manager Trigger Words

The following words and phrases may trigger a Manager teaching moment ...

- cost-effectiveness
- patient safety
- scheduling
- efficiency
- policy and procedure
- “the system”
- patient flow
- quality improvement
- work–life balance
- running the department

Physicians who possess the Manager Key Competencies are able to ...

- 1. Participate in activities that contribute to the effectiveness of their Emergency Department, Emergency Medical Services and prehospital systems, disaster management, health care organizations and systems.**
- 2. Demonstrate an ability to assume the combined clinical, academic and managerial responsibilities of the physician-in-charge of an Emergency Department.**
- 3. Manage their practice and career effectively.**
- 4. Set realistic priorities, utilizing time and resources in an efficient manner to reach goals and meet personal and professional commitments.**
- 5. Serve in administration and leadership roles, as appropriate.**

6. Improve efficiency and performance through appropriate understanding and use of information technology.

Teaching Springboard

You are working with a learner when a stable patient is sent from a specialty clinic to the ED for assessment. You suspect that the clinic is busy and that the staff physician has sent the patient to the ED to be assessed by an emergency physician, referred to a resident on service and admitted.

- You bring your learner along to listen to your conversation with the referring physician about how the ED should not be used as a holding area for patients being admitted from clinics. You anticipate being able to demonstrate a constructive approach that respects the needs of both sides and emphasizes good patient care as common ground.
- You decide to assess the patient and take this process issue up with the respective department chiefs outside of clinical time. Outline to your learner how you plan to ensure that similar events are averted in the future.

Teaching Springboard

Your learner has ordered a CT scan for a patient with a very-low-risk headache. In discussing this diagnostic plan, you realize that the learner has applied no criteria to his decision to order the test; he mentions to you only the desire to “not miss something important.”

- Have a mini-debate with your learner, taking the opposite position. Discuss the CT requisition from the perspective of clinical indications and radiation risks, patient satisfaction, department flow and health care costs.

Teaching Springboard

All of your ED beds are occupied. The charge nurse tells you that three ambulances will soon arrive with patients requiring acute but not critical care.

- Ask your learner to help you decide which patients need to be moved out of the acute care area to make room for the incoming patients. Discuss the criteria you use and the importance of the managerial role of the EM physician.

Teaching Springboard

A nursing colleague approaches you indicating that a patient's spouse has said that he is going to phone the local paper to complain about a 10-hour wait in your ED before admission to the floor. Your learner has had no interaction with the family.

- Discuss with your learner the general principles you will use in discussing the patient care complaint. Then take your learner with you as you meet with the patient and her family.

Teaching Springboard

You are working with a learner who is struggling to acquire core knowledge. He seems to have the same knowledge deficits you noticed the last time you worked with him. "I just can't seem to stay on top of it all," she says.

- You agree to set aside some time with your learner at the end of the shift. Outline an educational prescription for the next week and discuss an appropriate way for the learner to check in to determine progress.

Teaching Springboard

A teenage boy presents with a respiratory wheeze and diffuse urticaria but no airway compromise. Your senior learner appropriately diagnoses anaphylaxis and orders the administration of epinephrine. In the rush to provide a speedy intervention for the patient, the intramuscular dose of epinephrine is nearly given intravenously before an experienced nurse identifies the error and intervenes.

- After the patient is appropriately resuscitated, have a debriefing with your learner to outline the contributing factors that led to this near-miss. Have your learner outline an appropriate response to this incident.

Teaching Springboard

As your shift enters its final hour, you note that your learner has not seen any new patients; rather, it seems as if he is simply trying to appear busy. When you raise the issue, he responds that on yesterday's shift he stayed two and half hours late and missed a meeting with his research supervisor. Today, he has a social commitment scheduled for immediately after the shift and wonders if he can leave 20 minutes early.

- Share with your learner, as appropriate, your own experiences in balancing professional, clinical and personal responsibilities. Suggest some initial steps and resources to use in re-examining his work–life balance.

Teaching Springboard

Your hospital is about to implement a new computerized order entry system. Your learner has been at other hospitals where this has not gone well.

- Emphasize to your learner that she has something unique to contribute as both a future user of the system and a previous user of an ineffective system. Discuss with her the important proactive role of physicians in designing new systems for patient care. Volunteer, as appropriate, to approach the learner's program director to allow the learner time to participate on the committee.

Teaching Springboard

An elderly man with complex medical problems presents to the ED complaining of significant abdominal pain. You note that your learner has not initiated any therapies, including administration of analgesia. When questioned, your learner responds that he is waiting for the paper chart to arrive from medical records to confirm the patient's allergy history. The patient is unable to provide specific details, but mentions that he had a serious drug reaction during a previous admission.

- Demonstrate for your learner the utility of your ED's electronic information system in providing a current list of drug allergies. Ask your learner to list five essential pieces of information that can influence immediate patient care and that can be found in the ED information system.

CanMEDS Health Advocate Role

Health Advocate Trigger Words

The following words and phrases may trigger a Health Advocate teaching moment ...

- barriers to care
- influence
- prevention
- empowerment
- justice
- public education
- health promotion
- navigating the system
- vulnerable patients
- policy

Physicians who possess the Health Advocate Key Competencies are able to ...

- 1. Respond to individual patient health needs and issues as part of patient care.**
- 2. Respond to the health needs of the communities that they serve.**
- 3. Identify the determinants of health for the populations that they serve.**
- 4. Promote the health of individual patients, communities, and populations.**

Teaching Springboard

An adolescent male presents to the ED on an evening shift with right lower quadrant abdominal pain. Your learner ordered an ultrasound to rule out appendicitis; the radiology resident on call prefers to do a CT for this indication and tries to convince your learner to change her request.

- Ask your learner to compare these two imaging technologies with respect to radiation risk, ED efficiency, and local institutional culture.

Teaching Springboard

An elderly woman with dementia who lives with her daughter is brought to the ED. She is becoming more disruptive at home (gets up in the middle of the night, dresses inappropriately, etc.). The patient is waiting for a bed in a nursing home; the daughter was told that this could take months and feels unable to cope. Your learner suggests an admission until a “crisis placement” bed becomes available.

- Facilitate a discussion between your learner and another appropriate ED health care professional (e.g., social worker) to explore the needs of both the patient and her family.

Teaching Springboard

A young woman with intermittent abdominal pain is being investigated as an outpatient for possible inflammatory bowel disease. She has been in your ED for over 24 hours now with severe abdominal pain. Results of laboratory and diagnostic imaging are all normal. She was seen by the surgical team, who recommended referral for endoscopy. The Gastroenterology fellow tells you over the phone to get the patient admitted to Internal Medicine first. You disagree and request that the fellow personally assess the patient in the ED and arrange a treatment plan. Your learner overhears the conversation and expresses surprise at the tone of the conversation.

- Clearly label this situation as a teaching point in advocacy. Outline the elements of advocacy (patient care, ED flow and access to care, etc.)

Teaching Springboard

Your learner participates in the attempted resuscitation of a patient who has drowned. Ancillary history suggests that the patient did not wear a flotation device.

- Brainstorm with your learner about what can be done to prevent such accidents in your community.

Teaching Springboard

It's the beginning of your Thursday night shift and soon enough the usual "drunk – passed out" university students start arriving by ambulance. Your learner comments on the level of inebriation of these young patients.

- Have your learner describe strategies at the level of the community (i.e., university) to promote moderation in alcohol consumption.

Teaching Springboard

A middle-aged man seeks medical attention for dental pain. Your learner correctly identifies a dental abscess, prescribes an antibiotic, and recommends follow-up with a dentist. The patient tells your learner that she has no insurance coverage and no money for dental care.

- Help your learner explore existing resources in your area to help people with limited financial means obtain prescription drug coverage and dental care.

Teaching Springboard

An elderly woman presents with shortness of breath that has been progressing over the last two months. She speaks very little English and no French. The chest x-ray ordered by your learner reveals a pulmonary mass. The patient is stable and your learner plans to refer her to respirology as an outpatient. The patient lives alone, and her family physician has recently retired.

- Discuss with your learner the difficulties of securing outpatient appointments for patients coping with a language barrier. Ask your learner to list three possible solutions.

Teaching Springboard

A male patient known for opioid and alcohol dependence was diagnosed 2 days ago in your ED with an undisplaced L2 fracture after a fall. He was discharged with a prescription for ibuprofen and acetaminophen for analgesia. He returns today requesting a “stronger painkiller.”

- Briefly discuss with your learner the patient’s right to adequate pain control despite his narcotic dependency.

Teaching Springboard

A 12-year-old boy fell off his bike on his way to school and lacerated his forearm. During the skin repair, your learner learns that the patient was not wearing a helmet, since none of his friends do.

- Model for your learner appropriate patient counselling to modify risky behaviour. Discuss the effectiveness of a physician directly discussing health modification with a patient in the ED.

Teaching Springboard

A middle-aged woman with a history of coronary artery disease presents to the ED with unstable angina. Your learner determined from the history that the patient continues to smoke.

- Emphasize to your learner that discussing risk factors can be especially effective when a patient sees a direct correlation between a risk factor and disease. Model an appropriate and sensitive discussion with the patient.

CanMEDS Scholar Role

Scholar Trigger Words

The following words and phrases may trigger a Scholar teaching moment...

- critical appraisal
- feedback
- self-directed learning
- evaluation
- literature search
- self-reflection
- evidence-based
- maintenance of competence
- teaching
- mentoring

Physicians who possess the Scholar Key Competencies are able to ...

- 1. Maintain and enhance professional activities through ongoing learning.**
- 2. Critically evaluate information and its sources, and apply this appropriately to practice decisions.**
- 3. Facilitate the learning of patients, defined family units, students, residents, other health professionals, the public and others, as appropriate.**
- 4. Contribute to the development, dissemination, and translation of new medical knowledge and practices.**

Teaching Springboard

A patient with a challenging clinical condition presents to the ED while you are supervising your learner.

- Demonstrate your PubMed/MEDLINE search strategy. Outline when and how primary literature searches may be relevant to bedside clinical decisions in Emergency Medicine.

Teaching Springboard

During a rare lull in patient care, your learner asks you which conferences are worthwhile to attend and which journals are worth subscribing to.

- Briefly outline the methods you use to remain current in your clinical practice.

Teaching Springboard

An elderly patient presents to your ED with severe sepsis. During the initial resuscitation you institute your ED's recently developed sepsis protocol (pathway, bundle).

- Discuss with your learner the review and development process of the protocol. Identify any specific local modifications and the rationale behind them.

Teaching Springboard

A young man arrives by ambulance in a comatose state after resuscitation for a witnessed cardiac arrest. Your learner asks whether the patient should be cooled for neuroprotection.

- If you are familiar with the relevant literature, discuss key journal articles in the context of this particular patient and debate whether the evidence supports a protocol for cooling.

Teaching Springboard

A senior learner reviewing a case with a medical student (under your supervision) seems to be teaching on topics that are too advanced or specialized for the average medical student.

- Discuss the importance of assessing a learner's needs to determine appropriate content for a teaching moment.

Teaching Springboard

A senior learner reviewing cases with an off-service learner (under your supervision) seems to be spending significant time teaching and to be caring for significantly fewer patients than usual.

- Model for your senior learner how to efficiently use a teaching moment while maintaining patient care and ED flow. Provide feedback on the next teaching moment that arises with the off-service learner.

Teaching Springboard

A senior learner providing feedback to a junior learner who has completed a procedure gives only general and positive comments (e.g., “good job”) without any instructive content.

- Ask your senior learner to describe the elements of feedback that help to bring a learner’s actual performance closer to ideal performance. Expand on the learner’s description as necessary, drawing parallels with the feedback she provides to junior learners.

Teaching Springboard

An elderly man is admitted to the hospital, having been diagnosed with an acute coronary syndrome in the ED. Your learner questions the choice of medications indicated by your hospital's current clinical practice guideline, stating that it does not reflect the most recent medical literature.

- Have your learner list the barriers to translating knowledge from a clinical trial to the bedside. Invite your learner to participate in a future update of the clinical protocol.

Teaching Springboard

Your learner notices that the central-line cart does not have any large drapes. He mentions that the literature supports the use of full sterile drapes as an effective infection-control practice.

- Facilitate a discussion between your learner and the nurse manager/supplies manager, inviting them to collaborate on finding a solution.

CanMEDS Professional Role

Professional Trigger Words

The following words and phrases may trigger a Professional teaching moment ...

- balance
- ethical issues
- self-control
- commitment
- integrity
- societal needs
- conflicts of interest
- medico-legal issues
- standards
- high quality
- responsibility

Physicians who possess the Professional Key Competencies are able to ...

- 1. Demonstrate a commitment to their patients, profession, and society through ethical practice.**
- 2. Demonstrate a commitment to their patients, profession and society through participation in profession-led regulation.**
- 3. Demonstrate a commitment to physician health and sustainable practice.**

Teaching Springboard

Your learner is going over a discharge plan with a patient who has responded well to treatment in the ED. A pharmaceutical company that regularly sponsors educational sessions at your institution markets the discharge medication chosen by the learner.

- Ask your learner to justify her choice of medication and to identify her sources of information. Ask the learner how she has ensured that the pharmaceutical industry is not biasing her therapeutic decisions.

Teaching Springboard

An elderly patient with diabetes is brought from a nursing home to the ED with hypotension, altered mental status and an elevated blood glucose level. She is found to be in a non-ketotic hyperosmolar state with urosepsis. She has no advance directive. Her family states that she would want full care if it is expected that her acute condition might be reversed. Nursing staff in the ED urge you not to do invasive procedures, and the ICU attending on call typically does not admit patients like this one.

- Have a mini-debate with your learner on the level of care appropriate for this patient. Let your learner choose one position while you take the other.

Teaching Springboard

A child with asthma is treated for a mild to moderate exacerbation in your ED. At baseline she is managed exclusively with a medication that you are unfamiliar with. The mother asks if this is the most appropriate medication for her daughter.

- Ask your learner how he would respond to a question that points to a gap in his knowledge. Reflect on your own strategy to maintain competence.

Teaching Springboard

A consultant colleague calls to inquire about a patient you are looking after. The colleague is not involved in the patient's care.

- Replay with your learner an ideal conversation that demonstrates appropriate patient confidentiality. Annotate important elements.

Teaching Springboard

An attractive patient makes overtly flirtatious remarks to you. The encounter is witnessed by your learner.

- Outline with your learner appropriate relationship boundaries with patients, using a variety of hypothetical situations.

Teaching Springboard

After an unsuccessful resuscitation, you pronounce your patient dead and complete the ED record.

- Introduce your learner to the concept of peer review as it relates to ED deaths. Ask your learner to review the chart and provide a hypothetical peer review.

Teaching Springboard

An intoxicated, verbally abusive patient is brought to the ED by ambulance. He is belligerent with your staff, and nurses and security guards want you to “form him and sedate him.”

- Ask your learner about the criteria for a mental health form and the associated legal implications. Map out with your learner a management plan for this patient.

Teaching Springboard

Your learner is working her 7th shift in 7 days with you. She has asked to stack her shifts in order to go on a holiday during her ED rotation. You have noticed that her assessment work has become cursory and that she is taking longer breaks and seeing fewer patients than before. When you make these observations to your learner, she confesses that she is struggling to find a balance between her personal and professional life.

- Describe to your learner how you seek to maintain your own work–life balance. Offer additional resources in the event that there are other issues at play.

Teaching Springboard

A nursing colleague is short with you and subsequently asks another physician to see several acute patients. Your learner witnesses the interaction.

- Outline with your learner an appropriate time, place and strategy to address this interaction.

Teaching Springboard

Your learner mentions a recent journal item about the incidence of substance abuse among health care professionals.

- Ask your learner how he would recognize a substance abuse problem in a colleague and what his obligations would be if he suspected substance abuse or found evidence of it.

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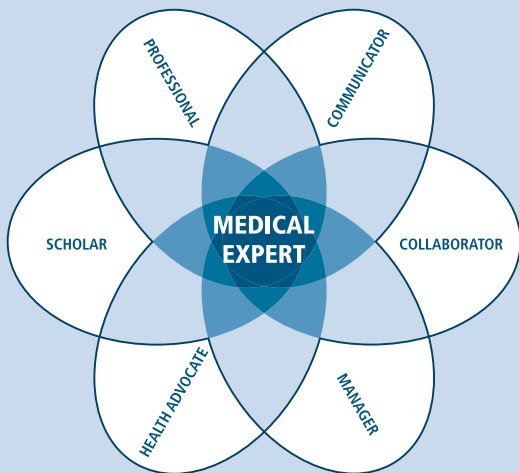
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